**Assessment Survey (2009-2010)**

After surveying the staff, the following types of assessments are regularly used in the classrooms at Central Catholic. The number in parentheses indicates the number of teachers who use this assessment strategy at some point during the year in one or more of their classes. Fourteen teachers were surveyed for this study.

**Standardized Response**

Tests (100%)

Quiz (100%)

Worksheets (100%)

**Written Assessments**

Research Paper/Report (85.7%)

Journals (35.7%)

Creative Story (42.9%)

Persuasive Paper (28.6%)

Newspaper Article (28.6%)

Poem or Song (28.6%)

Letters (21.4%)

Biography/Autobiography (14.3%)

**Oral Presentation**

Oral Report (57.1%)

Interview (28.6%)

Skit or Play (14.3%)

Simulation/Re-creation (7.1%)

Debate (7.1%)

Dramatic Readings (7.1%)

The strategies used most commonly and most highly valued by the teachers are below, with the number and percentage of teachers indicating the assessment method as one of their most used in parentheses:

Tests (14 teachers – 100%)

Formal Writing (5 teachers – 35.7%)

Quizzes or Worksheets (4 teachers – 28.6%)

Presentations-Oral or Multimedia (3 teachers – 21.4%)

Journals, Applications, and Board Review (1 teacher each – 7.1%)

This data seems to indicate a number of things, but one of the most telling pieces of information that can be drawn from this data is that writing is occurring across the curriculum, as over one-third of our teachers are using formal writing as a regular and important form of assessment. Beyond formal writing, the teachers at Central Catholic are also pushing their students to make presentations and create informal writing as a way to show progress.

**Visual Presentation**

Multimedia Presentation or

Slideshow (50%)

Drawing (35.7%)

Poster or Mural (35.7%)

Model (35.7%)

Graph or Chart (35.7%)

Video (21.4%)

Museum Exhibit (14.3%)

**Other Assessments**

Applications (7.1%)

Games (7.1%)

Board Review (7.1%)